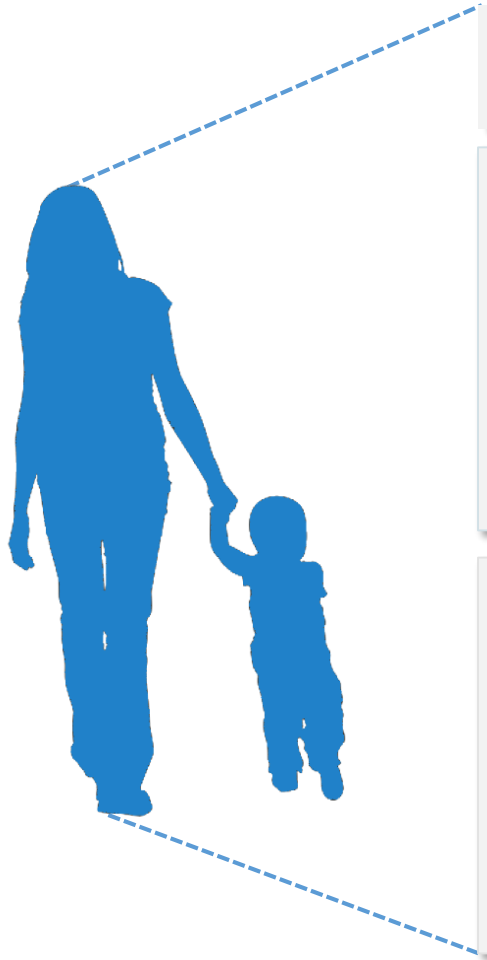
Good morning,

We will begin at 10 a.m.

Please download the attached PDF file under the handouts tab.

Principal as Instructional Leader Update
May 6, 2019

TEA Strategic Priority 1



Every child, prepared for success in college, a career or the military.

Strategic priorities

- **Recruit, support, retain teachers and principals**
- **Build a foundation of reading and math**
- **Connect high school to career and college**
- **Improve low-performing schools**

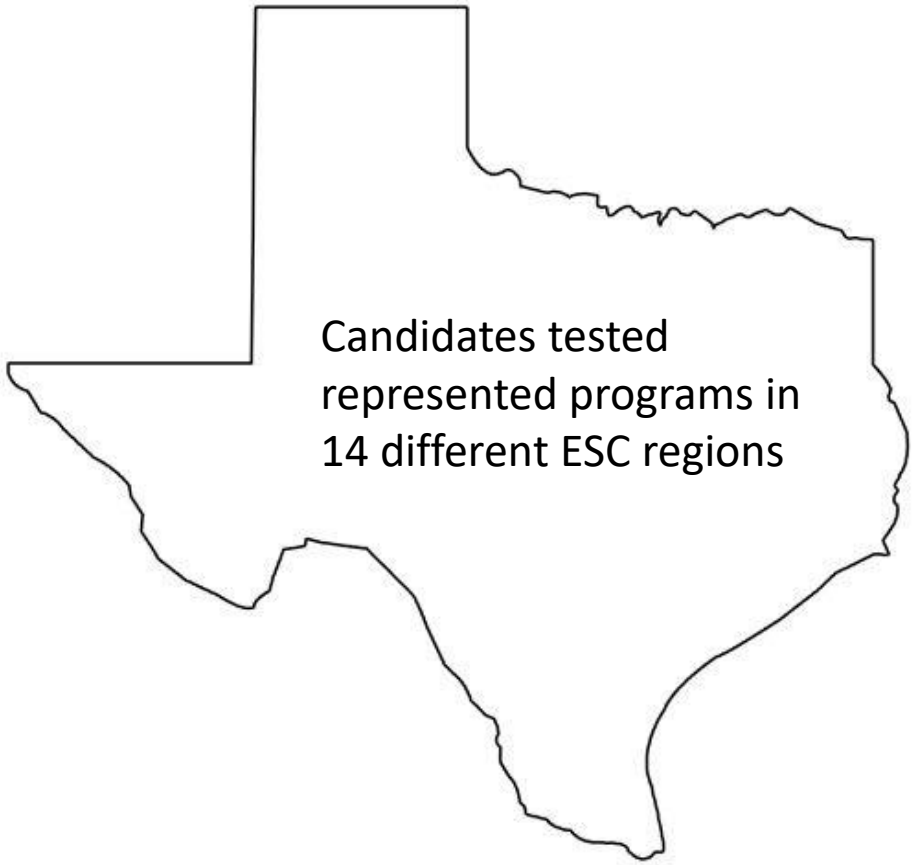
Enablers

- **Increase transparency, fairness and rigor in district and campus academic and financial performance**
- **Ensure compliance, effectively implement legislation and inform policymakers**
- **Strengthen organizational foundations (resource efficiency, culture, capabilities, partnerships)**

Pilot Candidates – 352 Total Tested Candidates

352 Candidates Tested

White	Hispanic	African American	Other
167	110	57	18



Pilot Results

Pilot Test Included:

- 91 Multiple Choice questions
- 4 Constructed Response questions
- 174 Total items tested

Pilot Results Included:

- 89% completion rate
- 12 items did not perform
- Feedback regarding the number of questions included
- Feedback regarding presentation of authentic documents and video

Adjustments to 268

Operational Adjustments:

- 70 Multiple Choice Questions, 58 Scored
- 4 Constructed Response Questions

Standard Setting Prior to 9/1/2021

- 36/58 scorable multiple-choice questions
- 20/32 constructed-response questions

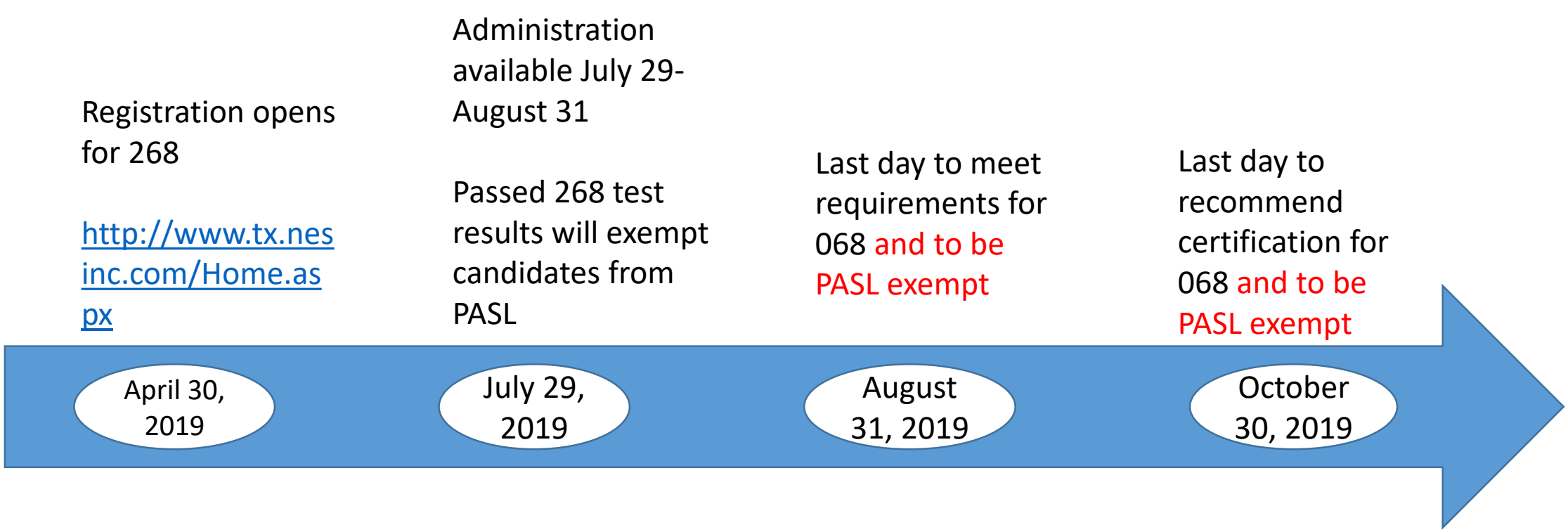
(each CR is scored twice on a 4 point rubric making each CR worth up to 8 points)

Standard Setting on or after 9/1/2021

- 39/58 scorable multiple-choice questions
- 22/32 constructed-response questions

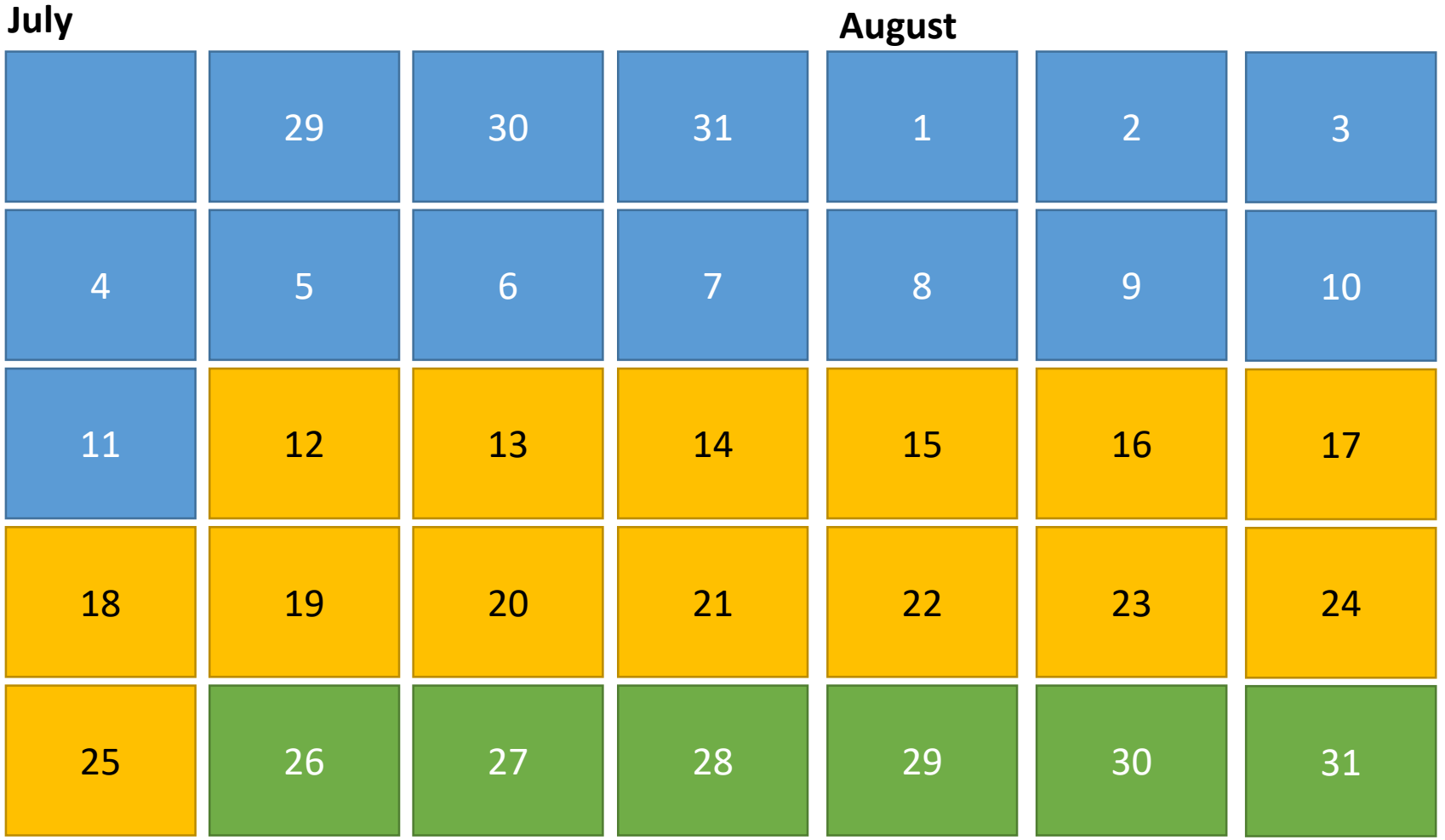
(each CR is scored twice on a 4 point rubric making each CR worth up to 8 points)

Upcoming Dates and Timelines



*Representative test March 20, 2020
*Preparation manual adjusted for the number of multiple-choice questions
*IPT purchased before **6/14** will be the longer length, after **6/14** will be the adjusted length

Upcoming Testing Windows for PASL Exemption



Testing Window #1 – Score Report Date of 8/23/2019

Testing Window #2 – Score Report Date of 9/20/19

Partial Testing Window #3 – Score Report Date of 9/20/19

Feedback from Pilot Programs

How did your coursework and training best prepare candidates for the 968?

- *Resources*
- *Experiences*
- *Etc.*

TEXAS TECH UNIVERSITY
College *of* Education™

968 Pilot Webinar

May 6, 2018

Coursework Prep for 968

- Resources:
  - Example Books:
    - Bambrick-Santoyo: *Leverage Leadership* and *Get Better Faster*
    - Fullan: *Change Leader*
    - Almager: *Maribel's First Day*
  - TTESS: Observe and rate teachers throughout the one year internship (POP Cycles)
  - TPESS: Self-assess and participate with mentor principal in 2 evaluations: one fall and one spring
  - TAIS: Root cause analysis; writing of yearly and quarterly goals; monitoring of goals

Job-embedded Experiences

- Conducting an equity audit of new school assignment
- Examining personal lenses and biases
- Interviewing district and campus staff (directors/custodians)
- Shadowing the principal and other campus admins
- Leading and/or facilitating PLCs
- Growing and coaching teachers throughout one year internship (using POP cycles)
- Conducting classroom walk-throughs
- Advocating for one EL and one SPED student; perspective of the student; law and policy
- Attending LPACs and ARDs
- Attending parent conferences and/or home visits
- Addressing an inequity found through audit
- Attending district meetings/trainings with mentor principal
- Observing then addressing office discipline referrals
- Duties: bus, cafeteria, before/after school, extra-curricular, etc.

Student Comments

- Time was definitely an issue. Do all multiple choice first then attack the essays with time left
- Do CR questions first then multiple questions. (30-35 min per/CR)
- The test is very similar to the practice test.
- Leverage Leadership and Getting Better Faster are listed in the manual in the back. If those are fresh in your mind then you can easily recall information for the test.
- Review culture chapters in Leverage Leadership
- Instructions are part of test time.
- Dress appropriately
- Five hours was not enough time
- Five hour was enough time

Texas Tech
Educational Leadership Program

ESC 13

Sarah Reuwsaat

Coordinator of Administrator Quality

Curriculum Practices

- Aligned program coursework calendar and course length with 268 framework/priority domains and competencies
  - Ex: Longest/earliest coursework includes Leading School Culture, Curriculum Leadership, Instructional Leadership, and Human Capital Leadership
- Updated texts: Inc. Leverage Leadership, Driven By Data, Get Better Faster

Curriculum Practices Continued

- Pre-coursework trainings: AEL, T-TESS and Impact Coaching, T-PESS, Conflict Management, SpEd and EL 101 for Admin. (Compliance and Instructional Coaching), PBIS and Restorative Practice Overview, Discipline and Ch. 37, SEL, etc.
- In-class practice regarding teacher observations, T-TESS scripting, planning feedback, and coaching conversations and creating exemplars

Performance Assessments

- Scaffold important practices (exemplar creation)
- Interns are encouraged to be observed by field supervisor for key performance assessments such as leading a coaching session and data meeting
- Principal mentors are notified at the beginning of each new course
- Pilot testers shared most helpful PA's were planning for and leading coaching session and data meeting

Principal Mentor Collaboration

- Partnership with principal mentors from 17/24 participants due to Principal Preparation Grant Cycle 1
  - ❑ Summer Institute performance assessment discussions, expectations for internship hours
  - ❑ Quarterly zoom meetings for planning/feedback
- 1-1 training electronically and at first field observation that included internship activities expectations
- Mid-program year 15 min. phone conferences re: mentor/mentee progress overall, occurance of mentor/mentee meetings, progress on action research project, strengths, opportunities, concerns (if any) re: recommendation

Principal Mentor Collaboration

- Principal mentors are notified at the beginning of each course (interns CC'd) re:
  - ❑ Close/Open class summary
  - ❑ What is in progress
  - ❑ What is coming up
  - ❑ 968 prep/testing info.
  - ❑ Pieces interns will need (data, access, etc.)
  - ❑ Performance Assessment info.-instructions, rubric, exemplar, timeline
  - ❑ Contact me with wins or needs

968 Preparation

- Purposefully front-loaded AEL and TTESS summer trainings and then Leading School Culture, Curriculum Leadership Instructional Leadership, and Human Capital Leadership coursework prior to pilot exam
- Practice selected response and constructed response with each course, in person and online
- Assigned to read through/work through all of prep manual prior to taking the pilot

968 Preparation Continued

- $10 online practice exam taken at Region 13 ESC in 5 hour window in formal testing setting
- Following practice exam, interns participated in 1-1 debrief with program coordinator re: their score breakdown, connection to framework and domain/competencies, review of their original test strategy and how they plan to change test strategy for pilot, and study plan-assigned to review prep manual constructed response rubric/sample along their responses

Pilot Test-Taker Feedback

- 2 Non-passers: lacking principal mindset, unable to prioritize and manage time under pressure, left constructed response until the end and didn't finish, link to progress and quality in program coursework
- Leading School Culture, Curriculum Leadership and Instructional Leadership were most helpful course content
- Leverage Leadership, Driven By Data, Get Better Faster were most helpful texts
- Exemplar creation, planning and leading coaching and data meeting were most helpful practices
- Would like more constructed response practice in online format with limited time

Pilot Test-Taker Feedback Continued

- Changing strategy from
- Pearson testing center concerns:
  - ❑ Entry search procedure
  - ❑ No gum, removing jewelry
  - ❑ Wait for restroom visits
  - ❑ 15 minutes deducted from time for beginning tutorial
  - ❑ Online test format-flipping screen for multiple question set artifacts in a row

Program Improvements 268 Preparation

- Practice test session:
  - 4.45 vs. 5 hours
  - More rigid test setting, no gum, collect materials at break and don't pause exam, etc.
  - Interns plan to stay full day until after their 1-1 debrief to grade constructed responses with me
  - Embedding Effective Schools Framework as common language of best practices across coursework

SMU's Accelerated School Leadership Program

968 Pilot Text Preparation

Dr. Roxanne Burleson
Program Director

Fall 2019 Protocol for 968 Pilot Text Preparation

- Test Preparation Sessions
- Interactive Practice Exam
- Alignment of 268 Domains and Competencies

Test Preparation Sessions

- Students taking 968 were required to attend 3 test preparation sessions.
- The sessions were grounded in *The 2018 Texas Examinations of Educator Standards Preparation Manual: Principal as Instructional Leader (268).*
- Students were assigned questions to answer prior to the sessions, then those questions were reviewed during the prep sessions.

Interactive Practice Exam

- Students were strongly encouraged to take the Principal as Instructional Leader Interactive Practice Exam($10) https://www.tx.nesinc.com/TestView.aspx?f=HTML_FRAG/TX268_PrepMaterials.html
- All students in ASLP took this practice exam and found it to be very helpful.

Alignment of 268 Domains and Competencies

- All coursework, including course lessons, activities, and assessments, were aligned with the new 268 Principal Competencies.
- In the Field Studies Courses, FS1, FS2, and FS3, students are required to map the 268 Principal Sub-Competencies to each of the activities document to meet the requirements of 160 hours of field experience.
- Example on following slide

Date	Activity	268 Domain	268 Sub-Comp.	Feedback/Reflection
September 4, 2018 September 14, 2018 September 17, 2018 September 18, 2018	Learning Walkthrough Form Research, Creation, and Implementation **2 hours**	Domain II: Competency 004	A. *Monitors instruction routinely by visiting classrooms, observing instruction, and attending grade-level, department, or team meetings to promote evidence-based feedback to improve instruction	This year, it is a campus-wide expectation that all teachers learn from one another through learning walkthroughs. I was asked to gather learning walkthrough templates that would serve as guides for the leadership team to create one with components of all of them based on the needs of our campus. The templates included checklists focused on instruction, learners, and culture. From these templates, the leadership team created a questionnaire based on each of the components. For example, it asked if I, as a teacher, felt like I could teach the component or if I preferred to observe another teacher that exemplified the component. The teachers' responses on the questionnaire will be used to bring the initiative to fruition. After this experience, I had the opportunity to observe literacy classrooms with several of the components that I provided to the leadership team. It was through these experiences that I was able to experience what other teachers may experience when they go on learning walkthroughs throughout the day. For many, it will be the first time that they experience the environment that their students have learned in previously or perhaps walk into their future classroom. This experience also allowed me to see the disconnect that exists among grade levels and it explained why students struggle the most when they transition from second to third grade.

UHCL Approach to “Change from Without”

John Decman, Ed.D.
Program Coordinator, Principal Preparation
University of Houston – Clear Lake

What did we do to facilitate the success of our candidates? (Part 1)

- Decided in July, 2018, that we needed to take an “early-adopter” approach to the changes/re-application process
- All courses were rewritten and rebranded with “Pillar Assignments”
  - Pillar assignments became major or “course assignment” in each course
  - All other course activities function to support success on the course assignments
- Recommended texts/sources were included in the TEA-distributed Pillar document
  - Every course utilizes recommended texts
  - Concepts from texts are taught and written into assignments and directions for candidates

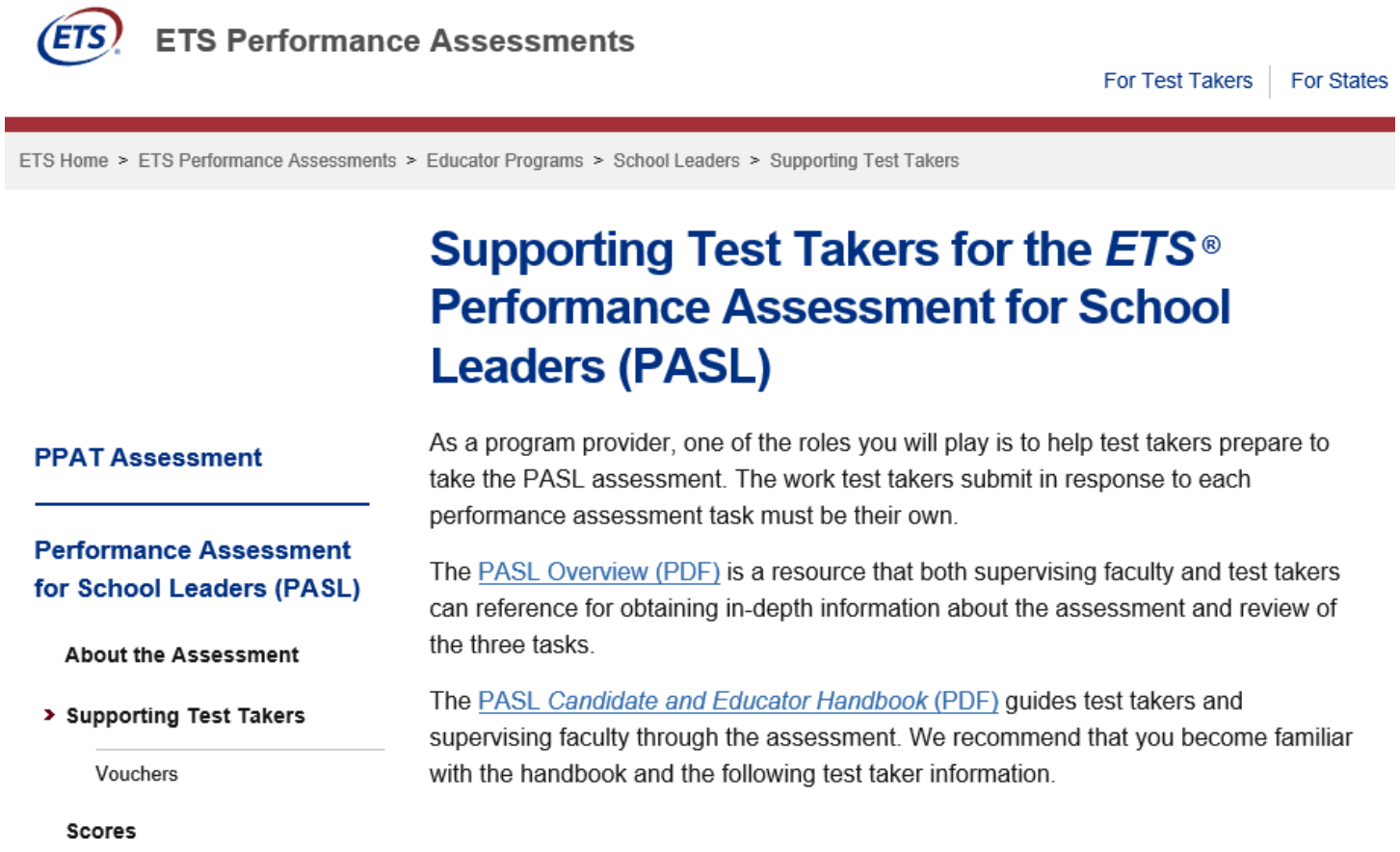
What did we do to facilitate the success of our candidates? (Part 2)

- All courses contain at least one case study/scenario that mirrors/aligns with the constructed-response questions (and rubrics) that are in the 268
  - Prompts and rubrics are tailored not only to the 268 format, but also to the specific TExES/ELCC/NELP descriptors that are addressed in the course
- As part of EVERY course requirement, all candidates must attempt the online 268 on the Pearson site and upload the feedback form as well as reflective analysis related to each competency

What did we do to facilitate the success of our candidates? (Part 3)

- Programmatic change from a one-semester to a two-semester practicum model
- Because of the program “rewrite,” we have placed an emphasis on two concepts in each course: “integrity” and “professional discipline” have become themes to which instructors speak regarding leadership, practice, and an approach toward graduate education.
  - The themes work well with AEL and T-TESS themes
  - We focus on the importance of the exam and preparing for success on the exam in every course.

PASL



https://www.ets.org/ppa/educator-programs/school-leaders/support/

Additional Support?

Content:

- Communication with Stakeholders
- Curriculum Alignment
- Diversity and Equity
- Data-Driven Instruction
- Hiring, Selection, and Retention
- Observation and Feedback
- Professional Development
- School Vision and Culture
- Strategic Problem-Solving
- PASL

Mode and Timing:

- Webinar
- In-Person
- Before first operational
- After first operational